



## **The Effect of Scripted Song as a Teaching on English Competence: 4<sup>th</sup> Grade Student of Primary School SD Saraswati Tabanan in Academic Year 2013/2014**



**I.G.P. Adhitya Prayoga<sup>a</sup>**

**N.M. Ratminingsih<sup>b</sup>**

**I.G. Budasi<sup>c</sup>**

---

### **Article history:**

**Received:** January 18, 2015

**Revised:** March 10, 2015

**Approved:** May 25, 2015

**Published:** July 1, 2015

---

### **Keywords:**

*Effect;*

*Scripted Song;*

*Scripted Songs;*

*Primary School;*

*English Competence;*

---

### **Abstract**

This study aimed at investigating the effect of Scripted Songs as a teaching technique on English competence of the fourth-grade students of the primary school in SD Saraswati Tabanan in academic year 2013/2014. Posttest only controls group design was used as a research design. The population was all the fourth-grade students. Through Cluster Random Sampling technique, two classes were taken as the samples in this study, namely class 4B and 4C. Class 4B was assigned to the control group while class 4C as the experimental group. In total, seventy-five students were taken as representative of the population. The students in the experimental group were taught by using Scripted Songs, while the students in control group were taught by using Conventional Technique. At the end of treatment, both groups were given a posttest. The result of the posttest was then analyzed descriptively and inferentially. Based on the result of data analysis, it was found that the students who were taught by using Scripted Songs obtained a better result than those who were taught by using Conventional Technique. It was proven by the mean score of the experimental group was 79.05, while the control group was 69.5. Moreover, the result of the independent sample t-test showed that the value of t observed (tobs) was 5.000. It was higher than the value of t critical value (tcv) was 1.99 ( $\alpha = 0.05$ ). This proved that there was a significant effect on English competence between experimental and control group.

2455-8028 ©Copyright 2015. The Author.

This is an open-access article under the CC BY-SA license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

All rights reserved.

---

### **Author correspondence:**

I.G.P. Adhitya Prayoga,

English Department Education, Education University of Ganesha, Singaraja, Indonesia,

Email address: [adhityaprayoga@gmail.com](mailto:adhityaprayoga@gmail.com)

---

<sup>a</sup> STIMIK STIKOM Bali, Denpasar, Bali - Indonesia

<sup>b</sup> English Department Education, Education University of Ganesha, Singaraja, Indonesia

<sup>c</sup> English Department Education, Education University of Ganesha, Singaraja, Indonesia

## 1. Introduction

Many people learn English since it becomes an international language. The importance of English as a global language has made people learn English as early as possible. The theory of foreign language acquisition also states that the foreign language (English) competence will be very effectively developed if it is started from an early age (Mahardana, 2011). The primary level is the early stage for people to learn English. Governments and schools all over the world have decided to introduce English at primary level. Indonesia for example, since the Curriculum 1994 was introduced by the government, it has enacted a policy to teach English to students at grade IV, V, and VI, as a school subject at primary school. Until the curriculum changed into *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or School-based curriculum (SBC), English still becomes the subject that must be given to the primary school students. English learning at primary school focused on the mastering of the students' oral proficiency. It was proven by the Ministerial Decree No. 22, The year 2006 (BSNP, 2006) about *Content Standard* who mentions the objectives of the English course for primary school, in which the students are expected to be able to:

- a. Develop their communication skill in the form of limited oral action as the language accompanying the action in the school context.
- b. Have their self-awareness about the nature and importance of English to enhance the nation's competitiveness in the global community

However, the latest curriculum named Curriculum 2013 had changed the policy that English course does not become a required subject anymore, but it still can be taught as local education subject. This policy is still quite similar to former curriculum before School-based Curriculum was implemented. The changes of curriculum into Curriculum 2013 does not involve all schools in Indonesia whether senior high school, junior high school or primary school to implement it. There are some schools still implement KTSP or School-Based Curriculum. It is caused by most of the teachers are already familiar with the previous curriculum and they are reluctant to use the newest one.

Although the curriculum changed from Curriculum 1994 to Curriculum 2013, English is still considered as an important subject for students, especially for primary students. By providing English, they will have the basic knowledge of English in which it will guide them to learn deeper in the next level. Benefits of learning English may not be visible when the students are still in primary school, but it will be very useful for the future of the students. So, English teacher as the facilitator has to think the right approach to teaching English. The teacher should be very careful in selecting appropriate strategies to teach English, especially for young learners. Therefore the students will master English as well as their ability in efficient and effective ways.

There is a phenomenon related to teaching English strategies after an observation was conducted by the researcher which was taken in 4A class of SD Saraswati Tabanan. It was found that one of the English teachers tend to use an old technique in teaching English to the students. Drilling was one of the techniques that used by the English teacher. This technique is considered as an old technique since it has been used many years ago, in which it has some weaknesses for being a teaching technique. According to Djajadisastra (1982) in his book entitled *Metode-Metode Mengajar*, there are some weaknesses of drill technique, such as:

- a. It creates boredom if the application is done under serious atmosphere.
- b. Stresses in drilling increase the boredom and decrease the students' interest to learn.
- c. It creates a feeling of angry of the students toward the teacher and the course whenever the drilling is done in a non-relaxing way.
- d. It reduces the students' creativity since the students' are passive after being commanded and guided by the teacher.

Moreover, this technique enabled the students to feel bored and less of motivation toward the lesson taught by the teacher. As a consequence, there was no significant improvement in students' score in every test that was conducted by the teacher in the previous lesson.

Based on the observation stated above, it can be concluded that there is a problem with this phenomenon. Relating to that problem, Songs are one of the best techniques that can be applied by the teacher to teach the students in the classroom. Using songs in learning activities is a good way to improve the students' motivation and make them feel comfortable and enjoy learning English. According to Mahardana (2011) singing songs, with beautiful rhyme, is an interesting and fun experience for the students. In some cases, the students, either consciously or subconsciously, repeat singing some parts of the songs that they found interesting. In addition, when the students repeat singing of the songs, their confidence is improved. Medina (2010) states that by involving the students in a fun learning activity such as singing a song, the students will be more relaxed and

encounter fewer obstacles to learning. When the students feel relaxed, they tend to pay more attention to the learning material. It results in the students' psychological condition, in which they will be ready to study. Medina further states that, as an authentic form of a language, a song gives examples of vocabulary, grammar, and language pattern in a certain context.

According to Baoan (2008), there are some advantages of using songs in the classroom, such as motivating students, providing linguistics information, and containing historical and cultural knowledge. Millington (2011), also states that songs can be used for a number of purposes. There are many reasons why songs can be considered a valuable pedagogical tool. In addition, Brewer (2005) states that using the song as a teaching medium could motivate students and make them feel much less frustrating than standardized textbook instruction and create a peaceful classroom environment. Furthermore, songs are very important for children in learning their mother tongue, and they are important in learning any foreign language as teachers. That is why it is good to start using songs in teaching English as soon as possible.

As stated by Brewster et al (2007), the types of song that contain the language elements can be used for different purposes. According to Moll (2009), there are many types of songs that can be applied in teaching English to the students, especially young learners. Ranging from nursery rhymes, contemporary pop music or even the songs that created by the teacher to teach English in the classroom. Kind of songs that was implemented in this study was Scripted Songs. It was implemented in order to teach English competence for fourth-grade students of the primary school. The topic that was taught by the teacher was stated in the curriculum in which English as the local education subject. According to Ratminingsih et al (2013), Scripted Songs are defined as the creation songs which is oriented maximize the integrated language learning and holistic language learning by involving language competence such as cognitive domain (linguistic aspects), psychomotor domain (written and oral communication), and affective domain (culture value and character building).

In this study, the Scripted Songs were used as a teaching technique in order to teach the students' English competence. According to Richards & Rodgers (2001:142), English Competence is ability acquired by the students to perform a certain task in English by the implementation their knowledge, skills, and attitude. These three components can be the fundamental of learning English for the students in communicating the target language. The same theory comes from Richards (2006) which clarifies English competence as part of the scopes of English subject in the school curriculum. Moreover, it covers the specific term which called discourse competence. Discourse competence is the mastery of spoken text comprehension and written text, which is realized in four language skills such as, listening, speaking, reading, and writing.

Moreover, the research conducted by Ratminingsih et al (2013) proved that Scripted Songs were very effective in improving the students' motivation in learning English. This research also found that there was a significant effect of Scripted Songs on English achievement of fourth-grade students in SD Lab Undiksha. Therefore, this research inspired the researcher to investigate whether or not there is any significant effect of Scripted Songs as a teaching technique on English Competence of 4<sup>th</sup>-grade students of a primary school which is devoted in SD Saraswati Tabanan.

## 2. Research Method

This study is an experimental research which has a purpose to find out whether or not there is any significant effect of Scripted Songs on English competence between two groups who were taught with different techniques. The design of this study was *Post-test Only Control Group Design*. According to Wiersma (1991:106), "Post-test Only Control Group Design is an efficient design to administer and simplest of all experimental designs".

The population of this study was taken from all fourth-grade students of the primary school in SD Saraswati Tabanan in academic year 2013/2014. There were four parallel classes such as 4 Unggulan (4U), 4A, 4B, 4C. In total, seventy-five students were taken as the population of this study.

The sampling used in this study was *cluster random sampling*. It was used by individuals in the population has been classified into several classes. This sampling was used to choose two from those classes which will be chosen as experimental group and control group. The characteristic of individuals in the sample must have equal competence. Therefore, class 4U was considered out of the sample. The classes which still exist were 4A, 4B, 4C. In this case, the lottery was used to determine two classes from the population. Based on the lottery, the sample was class 4B and 4C. To prove both groups were homogeneous and normal. The researcher conducted homogeneity and normality calculation from students' summative score. The students' summative score was analyzed by using the homogeneity and normality test through *SPSS 16.0*.

A variable is defined as any entity that can take on different values (Trochim: 2006). In this study, the variables used were independent variable and dependent variable. The independent variable existing in this study was Scripted Songs, and the dependent variable was students' English.

The techniques of data collection in this study were using four instruments, such as try out the test, post-test, teaching scenarios and questionnaire. The tryout test was given to fifth-grade students of SD N 5 Banyuning and SD 3 and 4 Banjar Jawa. The instruments were evaluated by experts to make sure the instruments were valid and reliable enough to be used. Post-test was given to the experimental group and control group after received treatment. It was given in order to know students' achievement on English competence. The experimental group was taught by using Scripted Songs and the control group was taught using Conventional Technique. The teaching scenarios were used as the guidance when treatments were conducted for the experimental group and control group. The questionnaire was then applied to support the research hypothesis. The questionnaire was only given to the experimental group. The purpose of the questionnaire was to know the students' response toward the treatment

The results of data were analyzed descriptively and inferentially. The descriptive analysis consists of the measurement of central tendency (mean, median, mode), and dispersion tendency (standard deviation, range, variance). The inferential analysis consists of the analysis of normality test which used Kolmogorov-Smirnov statistic and homogeneity test which used Lavene statistic. Then, followed by the hypothesis testing which used parametric test or independent samples test (T-Test). The parametric test was used in this study since this study was aimed to test the significant difference of mean score from both groups. Moreover, all of the data in the inferential analysis was analyzed by using SPSS 16 and performed at a significance level of 0.05.

### 3. Results and Analysis

#### 3.1 Normality Test and Homogeneity Test of Students' Summative Score

The normality test and homogeneity test were firstly administered before the researcher gave the treatment to both groups. The normality test was used to measure whether or not both groups (experimental and control) were normally distributed, while the homogeneity test was used to check whether or not the data was homogeneous and equivalent. Normality and homogeneity test was administered in order to make sure both groups were chosen in the same population and ability.

The researcher used students' summative score to check the normality and homogeneity test. The data were analyzed by using SPSS 16.0. The significant value of this study was 0.05 (5%), which means that this study tolerates errors at the point 0.05. Therefore, the value of normality tests and homogeneity test must exceed 0.05. Case processing summary was done before the researcher analyzed the normality and homogeneity test. It aimed at checking the valid number and percentage of the obtained data being preceded and whether there is a missing data or not. The result of case processing summary of students' summative score showed that the numbers of students in control group are 38, while the numbers of students in the experimental group are 37. The missing data is 0% which means that the entire students performed the post-test. The result of normality test of students' summative score from both groups (experimental and control group) can be seen in Table 1.

Table 1  
Normality Test of Students' Summative Score

Group	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Experimental	0.137	37	0.079
Control	0.121	38	0.173

#### 3.2 Lilliefors Significance Correction

From the table Normality test explains that the value of statistic in Kolmogorov-Smirnov is 0.137 for Class 4C (experimental group) and 0.121 for Class 4B (control group). The value of sig. shows both classes are normal because both groups have probably more than 0.05. In detail, the experimental group has probability value 0.079, while control group has 0.173. The result of homogeneity test of the students' summative score can be seen in table 2.

Table 2  
Homogeneity Test of Students' Summative Score

Score	Lavene Statistic	df1	df2	Sig.
Based on Mean	0.004	1	73	0.953
Based on Median	0.006	1	73	0.938
Based on Median and with adjusted df	0.006	1	72.921	0.938
Based on trimmed mean	0.004	1	73	0.949

From the result of homogeneity test of variance, it shows that the probability value based on mean is 0.953, based on the Median is 0.938, based on Median and with adjusted df is 0.938 and based on trimmed mean the probability value is 0.949.

Based on the results of data analysis from the normality test and homogeneity test, it can be assumed that experimental and control group are normally distributed with approximately homogenous variance. Therefore, the two groups are reasonable to be sampled in this study because the result shows that both groups are chosen from the same population.

### 3.3 The Result of Descriptive Statistical Analysis

The descriptive statistical analysis consists of central tendency and dispersion tendency. The measurement of central tendency or averages includes *mean*, median, and mode. On the other hand, dispersion tendency includes standard deviation, variance, and range. The recapitulation of the data analysis of post-test score can be seen in Table 3.

Table 3  
Recapitulation of Post-test Score

Statistic	Experimental Group	Control Group
N	37	38
Mean	79.05	69.5
Median	80	69.5
Mode	83	62 and 70
St.Deviation	8.18856	8.35933
Variance	67.053	69.878
Range	34	34

Based on the table, it shows that the mean and median from the experimental group is higher than the control group. The experimental group performs better than the control group.

Additionally, the estimation of the standard deviation and variance from both groups indicated the variability in which the students' achievement in the experimental group was more homogenous than the students in control group. Thus, it can be assumed that the experimental group performed better and had lower variability in their distribution than the control group.

### 3.4 The Result of Inferential Statistical Analysis

Analyzing the data through inferential statistics was aimed at facilitating the researcher to answer the research problem of this study: "Is there any significant effect of Scripted Songs as a teaching technique on English Competence of 4<sup>th</sup>-grade students of the primary school in SD Saraswati Tabanan in academic year 2013/2014?" Moreover, the inferential statistic is characterized by hypothesis testing. The first thing to do in testing the hypothesis was checking whether the data had a normal distribution and homogeneous or not. After that, hypothesis testing could be done. The test of normality of students' English competence can be seen in Table 4.

Table 4

Prayoga, I. A., Ratminingsih, N., & Budasi, I. (2015). *The effect of scripted song as a teaching on english competence. International Journal of Linguistics, Literature and Culture*, 1(1), 9-17. Retrieved from <https://sloap.org/journals/index.php/ijllc/article/view/55>

Normality Test of Students' English Competence Score

Group	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Experimental	0.099	37	0.200*
Control	0.097	38	0.200*

### 3.5 Lilliefors Significance Correction

This is a lower bound of the true significance. The table above shows that significant value (sig.) of both experimental and control group exceeds the value of 0.05. The significant value of each experimental and control group is 0.200. This result signifies that the data obtained from the experimental group has a normal distribution, as well as the data control group. The test of homogeneity can be seen in Table 5.

Table 5  
Homogeneity Test of Students' English Competence Score

English Competence	Lavene Statistic	df1	df2	Sig.
Based on Mean	0.084	1	73	0.773
Based on Median	0.095	1	73	0.759
Based on Median and with adjusted df	0.095	1	72.776	0.759
Based on trimmed mean	0.086	1	73	0.770

Significant value (Sig.) of the data from both groups exceeds 0.05. It can be seen that the significant value based on Mean is 0.773, based on the median is 0.759, based on median and with an adjusted degree of freedom (df) is 0.759 and based on trimmed mean is 0.770. It can be concluded that the data is categorized as having homogeneity of variance. As the data had been proven as having normal distribution and homogeneity, parametric statistic using t-test was administered to test the hypothesis. The data were analyzed by using *SPSS 16.0*. The result of t-test can be seen in Table 6.

Table 6  
Independent Sample T-test

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	0.084	
	Sig.	0.773	
T-test for Equality of Means	T	4.999	<b>5.000</b>
	Df	73	72.997
	Sig. (2-tailed)	0.000	0.000
	Mean Difference	9.55405	9.55405
	Std. Error Difference	1.91133	1.91079
	95% Lower	5.74478	5.74584
	Confidence Upper		
	Interval of the Difference	13.36332	13.36226

The significant value of  $t_{obs}$  shown in the table above is 5.000. This value exceeds the value of  $t_{cv}$  at the level of significant 0.05 (1.993). Accordingly, it can be said that there is any significant effect of Scripted Songs as a teaching technique on English Competence of 4<sup>th</sup>-grade students of the primary school in SD Saraswati Tabanan in academic year 2013/2014.



### 3.6 Discussion

The result of data analysis of this study revealed that there was any significant effect on English competence among the students who were taught by using Scripted Songs and those who were taught by using Conventional Technique. The result of the calculation of independent sample t-test showed the value of  $t_o$  (t observed) was 5.000 where  $t_{cv}$  (t critical value) in alpha significance 0.05 (5%) and the degree of freedom 73 was 1.99. It could be inferred that  $t_o$  (t observed) was higher than  $t_{cv}$  (t critical value).

The mean score of English competence showed that the experimental group was higher than the control group. The mean score of the experimental group was 79.05, while the control group was 69.5. Moreover, the mean score in each post-test of all skills in the experimental group was also higher than the control group. By listening test, the mean score of the experimental group was 80.13, while the control group was 71.5. By speaking, the mean score of the experimental group was 82.05, while the control group was 73.81. In reading, the mean score of the experimental group was 82.24, while the control group was 76.31. In writing, the mean score of the experimental group was 71.67, while the control group was 57.44. This result indicated that the experimental group which was taught by using Scripted Songs achieved a better score in each skill than the control group which was taught by using Conventional Technique.

Besides the results from both types of analysis, the effect of Scripted Songs could be seen during the treatments were given. The experimental group was taught by using Scripted Songs, while the control group was taught by using Conventional Technique. As the result, the students in the experimental group were engaged and actively participated in the learning activity. Regarding to the observation in four skills, the students were active in moving their parts of the body such as clapping their hands, touching parts of their body and even dancing while singing the songs. It indicated that those students were motivated and enthusiastic to learn English. Thus, it could be said that Scripted Song could motivate students in developing English competence which involved four different skills. It supports the theory from [Brewster et al. \(2002\)](#) and [Brewer \(2005\)](#).

The results of the overall analysis, as well as classroom observation, strongly proved that there was a significant effect on English competence between the students who were taught by using Scripted Songs and those who were taught by using Conventional Technique. This evidence supports the research conducted by [Ratminingsih et al \(2013\)](#) which states the used of Scripted Songs improved the students' English achievement.

The effect of Scripted Songs also potentially developed the vocabulary mastery of the students in the experimental group. The content of the songs was not only for entertaining but also could offer a new way of learning a language. The vocabularies that were delivered through Scripted Songs were appropriate with the certain themes for young learners' characteristics. Thus, songs could be a useful tool for introducing new English words to increase students' vocabulary. It supports the research from [Heriyawati \(2010\)](#) and [Wiryastini \(2008\)](#).

This research is also in line with the research conducted by [Lestari \(2011\)](#), who proposes that songs can be applied to the development of the students' pronunciation. It also encountered in this research, in which the Scripted Songs provide some enjoyable repetitions which enable the students to train their speaking skill as well as pronunciation. More words the students speak, more chances they have to develop their pronunciation.

Moreover, to support the hypotheses that Scripted Songs gave the significant difference to the students' English competence, the questionnaire was given to the experimental group. Based on the result of the questionnaire, it was proven that the uses of Scripted Songs were more positively responded by the students. They felt relaxed and happy during teaching and learning process. Most of the students admitted that their motivation increased when they learned English competence through Scripted Songs.

The overall discussion showed that the use of Scripted Songs have been proven as an innovative teaching technique since this research showed that the experimental students who were taught by Scripted Songs performed better achievement in English competence rather than the control group who were taught by Conventional Technique.

### 4. Conclusion

Regarded to the finding and discussion on the result of this experimental study, the study concluded that there was a significant effect on the English competence between the students who were taught by using Scripted Songs and those who were taught by using Conventional Technique.

### Suggestion

*Prayoga, I. A., Ratminingsih, N., & Budasi, I. (2015). The effect of scripted song as a teaching on english competence. International Journal of Linguistics, Literature and Culture, 1(1), 9-17. Retrieved from <https://sloap.org/journals/index.php/ijllc/article/view/55>*

Referring to the conclusion, some suggestions for the teachers, students as well as other researchers are proposed as follow:

1) For teachers

It is highly recommended that the language (English) teachers especially teachers of primary school can apply Scripted Songs technique in teaching English competence since it has been proven to be an effective technique.

2) For students

As result showed that the students are easier and motivated to learn English competence by using Scripted Songs, so it's suggested to the students to listen to more songs especially if the songs are easier for them to understand the content of the songs.

3) For other researchers

Other researchers are recommended to do further research on the effectiveness of these techniques in language teaching and learning.

### **Acknowledgements**

The author would like to give huge thanks to First Supervisor, Dr. Ni Made Ratminingsih, M.A., and Second Supervisor, Dr. I Gede Budasi, M. Ed., for the advice, motivation, and full of patience in guiding, so this research can be done properly.



**References**

- Astawa, I. N., Handayani, N. D., Mantra, I. B. N., & Wardana, I. K. (2017). Writing English Language Test Items as a Learning Device: A Principle of Habit Formation Rules. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(3), 135-144.
- Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Communicative English Language Tests for Tourism Vocational High School Students. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 58-64.
- Baoan, W. (2008). Application of popular English songs in EFL classroom teaching. *Humanising Language Teaching*, 10(3).
- Billaiya, R., Malaiya, S., & Parihar, K. S. (2017). Impact of Socio Economic Trends on Students in Quality Education System. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 16-20.
- Brewer, C. (2005). Benefits of using music in the classroom. *English Journal*.
- Chien, C. W. (2017). Undergraduates' implementations of learning stations as their service learning among elementary school students. *Education 3-13*, 45(2), 209-226.
- Djajadisastra, J. (1982). Metode-Metode Mengajar. *Bandung: Angkasa*.
- Heriyawati, D. F. 2010. Teaching English Vocabulary through Songs. *English Journal*. Taken from <http://iteslj.org/Techniques/TheTeachingofEnglishLanguageSkillsandEnglishLanguageComponent.html>. Retrieved on Wednesday, December 25, 2013.
- Hsiung, C. M. (2012). The effectiveness of cooperative learning. *Journal of Engineering Education*, 101(1), 119-137.
- Kusumanegara, I. S. (2018). The Analysis of Factors Constructing Employee Productivity in the Operational Field in PT. Sumber Alfaria Trijaya Branch Lombok. *International Research Journal of Management, IT and Social Sciences (IRJMIS)*, 5(1), 55-64.
- Maba, W. (2017). Teacher's Perception on the Implementation of the Assessment Process in 2013 Curriculum. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 1-9.
- Maba, W., & Mantra, I. B. N. (2017). An Analysis of Assessment Models Employed by The Indonesian Elementary School Teachers. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 39-45.
- Maba, W., Perdata, I. B. K., & Astawa, I. N. (2017). Constructing Assessment Instrument Models for Teacher's Performance, Welfare and Education Quality. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(3), 88-96.
- Mahardana, A. (2011). Developing a Culture Based English Module for Grade V Of Elementary Schools in Bali. *Unpublished Thesis. Singaraja: Universitas Pendidikan Ganesha*.
- Meza, A. K. T., Aguayo, M. D. Z., Cevallos, M. G. O., & Zambrano, P. F. R. (2018). Estimation of Resilience in University Students. *International Research Journal of Management, IT and Social Sciences (IRJMIS)*, 5(1), 16-24.
- Millington, N. T. (2011). Using songs effectively to teach English to young learners. *Language Education in Asia*, 2(1), 134-141.
- Mol, H. (2009). Using songs in the English classroom. *Humanising language teaching*, 11(2).
- Mora, M. M., Espinosa, M. R., & Delgado, M. R. (2018). Approach of Processes for the Distribution of Economic Resources in Public University of Ecuador. *International Research Journal of Management, IT and Social Sciences (IRJMIS)*, 5(1), 25-35.
- Pendidikan, B. S. N. (2007). Standar Proses untuk Satuan Pendidikan Dasar dan Menengah. *Badan Standar Nasional Pendidikan*.
- Ratminingsih, N. M. (2014). Pengembangan model pembelajaran bahasa Inggris induktif berbasis lagu kreasi. *Jurnal Ilmu Pendidikan*, 20(1).
- Rosado, I. S. M., Ortega, J. M. P., Medranda, E. A., & Basurto, E. X. C. (2018). Teaching Resilience to People with Visual Disabilities. *International Research Journal of Management, IT and Social Sciences (IRJMIS)*, 5(1), 36-44.
- Suparsa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Learning Methods of Indonesian as a Foreign Language. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 51-57.
- Suryasa, I. W., Prayoga, I. G. P. A., & Werdistira, I. W. A. (2017). An Analysis of Students' Motivation Toward English Learning As Second Language Among Students In Pritchard English Academy (PEACE). *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 43-50.
- Trochim, W. (2006). Socialresearchmethods. net.

Prayoga, I. A., Ratminingsih, N., & Budasi, I. (2015). The effect of scripted song as a teaching on english competence. *International Journal of Linguistics, Literature and Culture*, 1(1), 9-17. Retrieved from <https://sloap.org/journals/index.php/ijllc/article/view/55>